

Unit 3 Background

Students will have prior knowledge related to the concepts and skills identified below:

- Furthering an understanding for the base-ten system.
- Students worked with counting in fives, tens and multiples of hundreds, tens and ones.
- Students also recognized that the digits in each place of a number represent the amounts of thousands, hundreds, tens, or ones.
- Using an understanding of addition to develop fluency within 100.
- Solved problems within 1,000 by using models of addition and subtraction.
- Recognized the need for units of measure (centimeter and inch)
- Understand how to use rulers and other measurement tools to get linear measurement.
- Developed an understanding of shapes by analyzing and describing them based on their sides and angles.
- Odd and even numbers
- Skip counting by twos, threes, fives, and tens
- Determining reasonableness using estimation
- Addition and subtraction as inverse operations
- Multiplication of one-digit numbers
- Commutative property of addition
- Associative property of addition
- Identity property of addition
- Basic addition facts
- Making tens in a variety of ways
- Basic subtraction facts
- Place value for ones, tens, hundreds, thousands, and tenths
- Modeling numbers using base 10 blocks and on grid paper
- Using addition to find the total number of objects in a rectangular array